

GRADE 10 STANDARDS AND LEARNING ACTIVITIES

Strand: Language Development *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

DISCUSSION

10.LD-D.1. Participate productively in self-directed teams for a particular purpose, including posing relevant questions; extracting essential information from others' input, building on the ideas of others, and contributing relevant information or ideas in group discussions; and summarizing orally, in a coherent and organized way, information and ideas learned.

Example: In preparation for a student council meeting, students plan an agenda for discussion, including how long they will allow each speaker to present a case or argument. Students familiarize themselves with Robert's Rules of Order. They build into their agenda time for making decisions and taking votes on key issues.

QUESTIONING, LISTENING, AND CONTRIBUTING

10.LD-Q.2. Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

10.LD-Q.3. Analyze the ways in which the style and structure of a speech support or frustrate its meaning or purpose.

Example: Students evaluate famous political speeches such as Shirley Chisholm's (first African American woman elected to Congress) 1972 campaign speech for president and Adam Clayton Powell, Jr.'s, (U.S. politician and clergyman) speeches to secure equal rights and opportunities for African Americans. They describe the rhetorical devices used to capture the audience's attention and convey a unified message.

10.LD-Q.4. Critique the impact of diction and syntax used by speakers on purpose and audience.

Example: Students read William Faulkner's Nobel Prize Acceptance Speech (1950) and discuss why many praise it as one of the best speeches ever given at a Nobel ceremony, with its blend of southern dialect and vivid descriptions.

ORAL PRESENTATION

10.LD-O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.

10.LD-O.6. Analyze effective speeches and deliver a speech with some of the same rhetorical features.

Example: Students evaluate a famous political speech, such as Martin Luther King, Jr.'s "I Have a Dream" speech or Colin Powell's "Sharing the American Dream" speech, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.

10.LD-O.7. Give formal and informal talks, using appropriate level of formality for audience and purpose, as well as rhetorical devices (e.g., alliteration, analogy, expletive, hyperbole, metaphor, parallelism, simile).

Example: Students deliver formal speeches on topics related to the books they are reading. They use these speeches as springboards for paper topics.

VOCABULARY AND CONCEPT DEVELOPMENT

10.LD-V.8. Identify and use idioms, cognates, and the literal and figurative meanings of words in speaking and writing.

10.LD-V.9. Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.

Example: Students watch televised political advertisements, pointing out which words have denotative meanings and which ones have connotative meanings per their own interpretation. Students describe how the connotative words affected their overall opinion of the message and the effects those words had on the persuasiveness of the message (e.g., does it make the message stronger; was the connotation negative, therefore turning you against the message?).

10.LD-V.10. Determine meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words using dictionaries, thesauri, histories of language, and books of quotations.

Example: Students explain the origins and meanings of common words and foreign words or phrases used frequently in written or spoken English, and show their relationship to events or developments, using histories of language resources.

Strand: Informational Text (Continue to address earlier standards as needed and as they apply to more difficult text.)

EXPOSITORY TEXT

10.IT-E.1. Summarize the purpose and main ideas in passages; distinguish between a summary and a critique.

Example: Students write a summary of Stephen Crane's The Red Badge of Courage and read Alfred Kazin's critique of the novel. They note the differences between a summary and a critique.

10.IT-E.2. Explain the author's stated or implied purpose(s) for writing expository text.

Example: After reading a piece of historical nonfiction, such as When Justice Failed: The Fred Korematsu Story by Steven A. Chin about the internment of Japanese Americans during World War II, students describe the author's purpose for writing.

10.IT-E.3. Describe the controlling idea or specific purpose of passages and paragraphs and determine the essential elements that elaborate it.

10.IT-E.4. Analyze implied or subtly stated interrelationships between and among ideas and concepts within expository text.

Example: Students review a selection of essays and determine their organizational structures such as cause and effect, problem and solution, comparison and contrast, and proposition and support.

10.IT-E.5. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.

DOCUMENT AND PROCEDURAL TEXT

10.IT-DP.6. Synthesize information from multiple sources (e.g., maps, illustrations, schematic diagrams, manuals, product information, consumer publications) to draw conclusions about the ideas presented.

Example: After collecting samples of several different applications for employment from different area employers, students evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant.

10.IT-DP.7. Analyze the presentation of information.

Example: Students attempt to follow the directions to use a database program on the computer. Afterwards, they evaluate the directions for clarity and ease of use.

ARGUMENT AND PERSUASIVE TEXT

10.IT-A.8. Distinguish supported inferences from unsupported inferences in contemporary political speeches, editorials, or newspaper articles.

Example: Students read and critique several editorials about a local topic of importance such as the Smithsonian museum system in Washington, D.C. or the redevelopment of historically African American neighborhoods. How do developers, long-time citizens, new homeowners, et al. understand and characterize the trend?

10.IT-A.9. Analyze the logic and use of evidence in an author's argument.

Example: Students evaluate articles by judging the references, the author's presentation of facts and opinions, and the date of publication.

10.IT-A.10. Describe how rhetorical techniques (e.g., repetition, sentence variety, understatement, overstatement, irony, sarcasm) contribute to the effects of persuasive text, given the audience, purpose, and occasion.

Strand: Literary Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)***CONNECTIONS**

10.LT-C.1. Relate a literary work to primary source documents of its literary period or historical setting or to the seminal ideas of its time.

Example: Students read Matthew Arnold's poem, "Dover Beach." In order to understand the 19th century controversy over the implications of evolutionary theory, they read letters, essays, and excerpts from the period. Then they use what they have learned to inform their understanding of the poem and write an interpretive essay.

GENRE

10.LT-G.2. Explain how the genre for texts with similar themes shapes the meaning.

Example: Students make specific contrasts between an impersonal newspaper report and a personal poem that deal with the same theme.

THEME

10.LT-T.3. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.

Example: Students read Macbeth to analyze the theme of power or gender. They read Go Tell it on the Mountain by James Baldwin to analyze the theme of the role of the church (and more specifically religion and subcultures).

FICTION

10.LT-F.4. Analyze such elements in fiction as foreshadowing, flashbacks, suspense, and irony.

Example: Students analyze elements of foreshadowing and flashbacks in The Scarlet Letter. How are these devices useful in books where the narrative (plot) is essential to the state of mind of the characters?

10.LT-F.5. Explain how narrator's point of view affects tone, characterization, and plot.

Example: Students analyze the impact of the narrator in Ernest Hemingway's After the Storm (first person) and Nathaniel Hawthorne's Scarlet Letter (third person).

LITERARY NONFICTION

10.LT-LNF.6. Analyze the ways in which a narrator's point of view and language affect interpretation.

Example: Students trace the archetypes and patterns in Ralph Ellison's Invisible Man and explain the effect of the narrator's point of view and language.

10.LT-LNF.7. Analyze denotation, connotation, and irony contained within classical essays.

Example: Students analyze Ralph Waldo Emerson's "The American Scholar" or Thoreau's "On Civil Disobedience" for their language choices.

POETRY

10.LT-P.8. Identify, respond to, and analyze the effects of the form and dramatic structure of ballads, elegies, sonnets, and heroic couplets.

Example: Read and analyze Carol Frost's "Sonnet for April" and discuss how the poet uses form and archetypal symbols, imagery and allegory.

Strand: Literary Text (continued)

DRAMA

10.LT-D.9. Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text.

Example: Students read Greek tragedies to understand the dual role of a chorus as adviser to characters as well as informant to the audience.

STYLE AND LANGUAGE

10.LT-S.10. Analyze the author's use of figurative language, including personification, symbolism, simile, metaphor, hyperbole, allusion, and imagery in a poetry selection.

Example: Students read several selections from Robert Frost and identify the many types of figurative language evident in his poetry. For example, students read "Devotion" (metaphor), "Mending Wall" (simile and apostrophe), "Stopping by Woods" (symbol, synecdoche, and hyperbole), and "The Road Not Taken" (irony and symbol).

10.LT-S.11. Evaluate how an author's choice of words advances the theme or purpose of a work.

TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE

10.LT-TN.12. Relate the characters, structure, and themes of classical myths, drama, and epic poetry to contemporary novels and film.

Example: Students relate the characters and theme of Milton's Paradise Lost to the film The Natural.

10.LT-TN.13. Analyze the influence of mythic, traditional, or classical literature on later literature and film.

Example: Students explain how the archetype of "the fall," or the banishment of Adam and Eve from the Garden of Eden, may be used to interpret Shakespeare's The Tragedy of Macbeth or Hawthorne's "Rappaccini's Daughter." They relate Rita Dove's The Darker Face of the Earth to the Oedipus myth.

Strand: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

10.R.1. Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, and presenting research.

- Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, the Internet), as well as from direct observation, interviews, and surveys.
- Locate specific facts by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text.
- Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information and by creating charts, conceptual maps, and/or timelines.
- Make distinctions about the strengths, limitations, and overall quality of resources, including information gathered from Web sites.
- Present research using the standards in the Writing strand and, when appropriate, using two or more forms of multimedia, incorporating sound, visuals, motion, and/or text (e.g., clip art, sound clips, photographs, print).
- Document information and quotations, and use a consistent format for footnotes or endnotes.
- Use standard bibliographic format to document sources (e.g., MLA, APA, CMS).

Example: Read about and research the existence of Japanese internment camps, the experience of Holocaust survivors and/or the accounts of soldiers from the Vietnam War. Each of these historical events is well documented in terms of historical (official) information and first-hand oral and written accounts. "Dear America," for example, offers written, oral and visual testimonies of Vietnam War soldiers. Students write a research-based paper afterward.

Strand: Writing (Continue to address earlier standards as needed and as they apply to more difficult text.)

IMAGINATIVE WRITING

10.W-I.1. Write well-organized stories that include

- explicit and implicit themes,
- a range of narrative strategies such as dialogue and suspense, and
- details that contribute to a definite mood or tone.

10.W-I.2. Write poems using a range of poetic techniques, forms (sonnet, ballad), and figurative language.

Example: Students study different poetic forms and their histories using The Princeton Encyclopedia of Poetics (for advanced thinkers), Sound and Sense (which places a focus on technique) or www.poets.org (a very functional and expertly delivered Web site). Students practice writing different forms. For example, students write about their first dance through sonnets, villanelles and sestinas.

EXPOSITORY WRITING

10.W-E.3. Write interpretations of literary texts that

- extend beyond summary and literal analysis;
- address the author's techniques;
- draw inferences about its effects; and
- support inferences through references to the text or other works.

Example: Students write an essay on the causes for the murder of Lenny in Of Mice and Men by John Steinbeck. They choose the deductive approach, describing the murder and then explaining the causes, or the inductive approach, explaining the causes and then describing the murder.

10.W-E.4. Write content-based research reports that

- marshal evidence in support of a thesis;
- convey information and ideas from primary and secondary sources accurately and make coherent distinctions about the relative value and significance of specific data, facts, and ideas;
- organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology;
- anticipate and address the reader's potential misunderstandings, biases, and expectations;
- use technical terms and notations accurately; and
- use quotations, footnotes or endnotes, and a standard bibliographic format.

Example: Students write about a popular issue for three different audiences. They discuss changes in vocabulary, tone, and ethos depending on audience.

Strand: Writing (continued)**EXPOSITORY WRITING (CONTINUED)****10.W-E.5.** Write persuasive (controversial issue) essays that

- structure ideas and arguments in a sustained and logical fashion;
- engage the reader;
- use specific rhetorical devices to back up assertions (e.g., via an appeal to logic through reasoning; via an appeal to emotion or ethical belief; or by personal anecdote, case study, or analogy);
- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning; and
- anticipate and address the reader's concerns and counterclaims with evidence.

Example: Students evaluate documents in support of and against an issue, such as building a new sports complex in the community. They address techniques such as how supporters of an issue try to persuade readers by asserting their authority and appealing to reason and emotion.

REVISION**10.W-R.6.** Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone in light of the audience, purpose, and formality of the context.

Example: Students choose a paragraph from an essay to revise. They rewrite it once using only active verbs and once using only passive verb constructions. Discuss how successful writing merges the two with an emphasis on active construction. This technique may be used with most mechanical issues and works well because students can understand the lesson being taught in an isolated paragraph.

Strand: Media *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

10.M.1. Identify strategies used by media to inform, persuade, or entertain.

10.M.2. Analyze the effect on the reader's or viewer's emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.

Example: Students compare the advertising appeals in print and electronically for the same product (a family vacation to Disneyland) targeted to different audiences, children and adults.

10.M.3. Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.

Example: Students compare a stage production of Shakespeare's Henry V to Kenneth Branagh's 1990 film version.

10.M.4. Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.

Example: In preparation for a local election, students in a television production class prepare for a debate. Students take different roles (camera people, candidates, reporters) and focus on gathering multiple perspectives of the debate.

Strand: English Language Conventions *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

10.EL.1. Analyze the structure of a sentence (traditional diagram, transformational model).

10.EL.2. Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerunds, infinitives, and participles), mechanics, usage (e.g., tense consistency), and sentence structure (e.g., parallel structure, properly placed modifiers).

10.EL.3. Use ending punctuation, correct internal punctuation (commas, ellipses, colons, semicolons, parentheses), apostrophes for contractions and possessives, and correct punctuation for quotations (quotation marks, ellipses, brackets).

10.EL.4. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

10.EL.5. Reflect appropriate manuscript requirements, including

- title page presentation,
- pagination,
- spacing and margins, and
- integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing).